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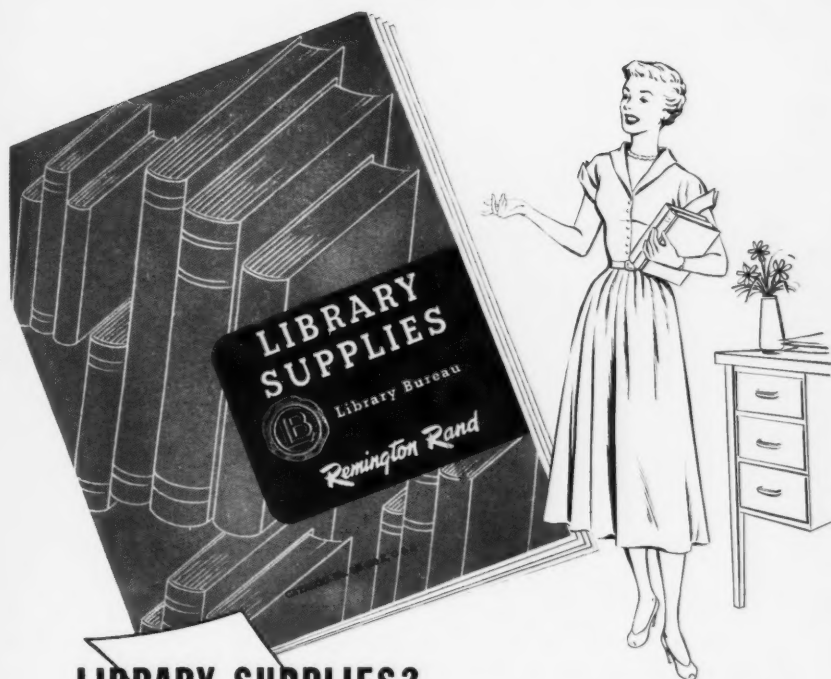
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OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

November, 1950

Volume 22, No. 1

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MEETINGS AND EVENTS FOR 1950-1951

NORTHERN SECTION

BOOK MEETINGS:

Chairman: Mary Lins
Dates: October 14, 1950
 November 11, 1950
 December 9, 1950
 January 13, 1951
 April 14, 1951

SPRING MEETING

Date: May 12, 1950
Place: San Jose, California
Program: To be announced later

SOUTHERN SECTION

BOOK BREAKFASTS:

Chairman: Wilna Cornwell
Place: Manning's Coffee Shop, 319 West Fifth St., Los Angeles
Parking: Olive near 5th, and Flower near 5th.
Time: 9:00 A.M. Bring your breakfast to the balcony. If you have breakfasted earlier, have another cup of coffee with us, as we must guarantee a minimum of 10c per person.
Dates: October 7, 1950
 November 4, 1950
 January 6, 1951
 February 3, 1951
 April 7, 1951

CHRISTMAS INSTITUTE MEETINGS (2 institute credits)

Morning Session

Place: Hawthorne School, Beverly Hills
Date: December 9, 1950
Time: 10:30 A.M. to 12:00 noon
Topic: "Report from Japan"
Speaker: Miss Elizabeth Sands, former associate superintendent of Los Angeles City Schools

Afternoon Session

Place: Crystal Room, Beverly Hills Hotel (Luncheon)
Date: December 9, 1950
Time: 12:30 P.M.
Topic: "Poets at Play"
Speaker: Richard Arnour, Scripps College

SPRING MEETING

Place: To be announced
Date: May 5, 1951
Program: To be announced

INSTITUTE SESSION

Place: Compton Junior College Library
Date: January 22, 1951
Time: 7:45 - 8:45 P.M.
Topic: "School Librarian and Social Studies Teacher-A Team"
Speaker: J. Paul Leonard, President, San Francisco State College

STATE MEETING

Time: March 17-18, 1950
Place: Santa Barbara
Speaker: Dr. May Hill Arbuthnot, Author of "Children and Books"

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MIDCENTURY

MARION HORTON, *State President*



The year 1950 is a turning point, analysts tell us, not only in the twentieth century, but also in civilization itself. At this moment we must demonstrate the best way to live more effectively, or we will be the last generation to demonstrate anything. The whole form of our world is changing and as librarians we may have a tremendous part in the change.

In a moving article in a recent number of the *Saturday Review of Literature*, John Mason Brown points out the responsibility of teachers, students, writers (and we shall add librarians) in this dark age. "The teacher must teach twice as hard and twice as persuasively as he has in the past. The student still free to learn about other than military subjects must study twice as diligently. Writers must write, painters must paint, musicians play, and architects build better than they have. All of us must mobilize ourselves to go about our tasks while they remain peaceful, hoping that in some small way we may contribute to the holding of those other lines, which are not the battle lines, but the reason for the battle lines having been formed." It is the librarians' task to make books and magazines more effective in securing peace and preserving civilization.

In these days when even librarians are turning to television and radio rather than to books, we must emphasize more than ever the power and the glory of the printed page. For centuries books have brought wisdom, counsel, solace and refreshment of spirit to readers. Today they are needed more than ever to challenge and shape thought and opinion.

Our school libraries must chronicle the past and interpret the present so that the future may be a better and happier world. Objectively and with balanced judgment we must supply the books that give impartial information on both sides of controversial questions. We must encourage reading that will stimulate cooperation, unity in diversity and world peace. Thought may be clarified and constructive action may be fostered by books concerned with minority problems and the maintenance of civil liberties and social justice. When the books are chosen and supplied, librarians must see that they are read. We ourselves must not be numbered among the "slow readers". We must develop better public relations so that the basic contribution of books will be recognized.

For thirty-five years the *School Librarian*
(Continued on Page 27)

FUTURISTIC VIEW, 1950 - 51



IRENE MENSING

Northern Section President

Summer is past and another school year has commenced. Your Northern Section officers extend greetings and best wishes to all the members of our School Library Association of California for a most successful year. We shall support our State Association to the very best of our abilities.

During this Atomic Age, often described to us as the Challenging Age, we have witnessed the efforts of the United Nations to secure universal peace, justice and security. Nevertheless, we find ourselves again engulfed in a war of bloody conflict threatening our democratic ideals. We discover ourselves in the midst of organized civilian crusades for freedom, faith and peace throughout the world.

In these days when world confusion and uncertainty confront our bewildered young people, school librarians more than ever before need to emphasize the human qualities of service in librarianship. Now is the time to greet our boys and girls with friendliness, sympathy and understanding. Now is the time when we need to exhibit unusual patience, tol-

erance and forbearance in all our faculty and student contacts. Now is the time when we need each other more than ever before. We need to belong to the School Library Association of California, to attend meetings, to serve on committees, and to discuss mutual problems, thereby gaining the important sense of security in our work. Our organization has been made strong by its professional accomplishments through the years, which have been made possible by courageous, far-seeing and service-giving librarians, who have left a rich heritage to the present officers.

In a democracy every citizen is a sovereign, which fact places upon him a moral obligation to be intelligent. School librarians must succeed in impressing upon students a realization of what it really means to be well-read. This reaches beyond the popular reading of the moment or the "information" received from our highly commercialized and monopolized press, radio and newsreels. As A.L.A. President Clarence R. Graham stated recently at the C.L.A. convention, "Never before in the history of the world has it been so important for people to think, and never before in the history of the world has it been so difficult for people to think . . . Librarians should utilize all developments of mass communication—books plus the newer audio-visual devices—to obtain more library users and needle people into thinking." We need to meet attempts at censorship with the firm belief as loyal American citizens in the fundamental rights of intellectual freedom upon which most our democracy is based.

At the opening of the new year, may we remind ourselves of our Association's constitutional provision, which states its objective, "to further the professional interests and standards of libraries and librarians in educational institutions of

(Continued on Page 23)

PAST ACHIEVEMENTS ... PRESENT PROSPECTS



NANCE O'NEALL

Southern Section President

Fall of an election year seems a particularly appropriate time to spend a few brief moments in an evaluation of past achievements and of future plans. With the May meeting which closed the 1949-50 year of our group Margaret Jackson and her council had achieved a record which will be a memorable one for some time to come. We of the Southern Section will long remember the rare blend of gaiety and of inspiration from the December meeting with Dr. John Dodds and our guest authors. The November institute meeting with Dr. Lou LaBrandt gave us a seasoned mixture of usable theory and ripened experience. And the May meeting! Each of us will always treasure having the Newbery and the Caldecott winners with us on a trip around the world with Florence Riniker. Because of long hours passed in preparation and work Margaret Jackson and her council presented a year smoothly administered and astutely directed.

With such a record as last year's as a standard, the present council has mapped out a year of varied activity: sprightly book breakfasts and provocative professional meetings. This council itself has some members who have served before; while there are others who are on it for the first time. Among the freshmen are Nadine Stegelmeyer, Wilna Cornwell, Jean Galehouse, Ida Emily Cornwell, Marjorie Pearson, Zelma Revier, Mary Louise Seely, and Herman Smith. Upper classmen are Florence Riniker, Esther Schuster, Marjorie Schramling, Hope Potter, and Mary Fleck. From the state association come President Marion Horton and Secretary Lois Fetterman.

The 1950-1951 Council hopes its plans will merit your approval and it covets your continued cooperation and participation.

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The Editor's Page - - - Concerning Reading

It is sometimes possible to be shocked into a realization of positive values by the great force exerted by negative ones. The positive side of atomic energy shines brightly through its great negative destruction, while lightning bolts that threaten annihilation give promise of a world illumination. My analogy fails me somewhat, but the fact that teen-age boys and girls of our own community but recently plotted and carried out a series of robberies with detective story magazines as their guide shocked me into the realization of the force of the printed word, and gave me the hope anew that if reading could be used so destructively it could, along with the atom and the lightning bolt, be used as potently on the constructive side.

Sometimes one lapses into semi-sonambulism as to the vital meaning of ones career. Librarianship can become "such lovely work" unless librarians keep themselves aware of reading as a force—perhaps for beauty, perhaps for good, perhaps for knowledge and understanding, but always a force. The effects of reading are not just a passive loveliness. Not everyone who reads the Bible and Pilgrim's Progress in childhood is headed for the presidency of the United States in maturity, but every child who reads something of the good and the great is going to be what he is a little better because of the things he has read.

As I write I become conscious of my own argumentativeness—but, dear readers, my verbal fight is with myself only, and with the great abyss of my own lapses. The application of the concluding paragraph I am about to quote is to myself also:

"Librarians ought to form *some* opinions about *some* books and not hesitate to voice them. A correspondent in the *Times* complained that in twenty years of haunting public li-

braries he had never once been recommended a book by the damsel behind the desk. . . . She should be at least as attentive to her clients as a good saleswoman in a first-class dress shop."¹

It is difficult to be a forceful librarian conscious of a vital work, especially "every week come Friday"—none-the-less one can aspire, come Monday again!

It is a real task to guide reading without becoming an iconoclast. There is always the danger that a given level of appreciation will be destroyed before a new level has formed. Hence the downfall of all appreciation, or worse, the development of a false one. False appreciation is a common affliction which flourishes frequently in book reviewing clubs. One ceases to like what one likes and likes what one should like, at least ostensibly. Secretly one enjoys ones idols, surreptitiously, like a lady on a diet sneaking a chocolate.

An honest appreciation of the ordinary is better than a dishonest appreciation of the extra-ordinary. The sin lies in allowing extra-ordinary capabilities to atrophy at ordinary levels. I think that sometimes, as a librarian, I am too busy with lists of what students should read to see that those who are capable read what I have listed.

"I should like these two books," said the student. "One is for a book report and the other is '*just to read*.' " Reading is one of the most harassed of subjects. It is a poor, tired, bandied art whose bones have been laid as starkly bare as the most nakedly grey strand of drift-wood borne in by an ocean wave. We read what we read, we read about what we read, we read about how we should read what we read.

¹Barzun, Jacques. *The Teacher in America*. Little Brown, 1944-45. P. 79-80.

We read that we are not reading as much as we should, as discriminatingly as we should, as rapidly as we should, as thoroughly as we should. We read about non-readers, word readers, paragraph readers, oral, visual, and kineshetic readers. We read about the classics versus the modern school and the modern school versus the classics, about the menace of the comics, and the three way lure of the movies, the radio, and television, like Cinderella's evil sisters out glamouring forgotten Cinderella clothed modestly in the covers of a book.

We read about reading for knowledge, for skill, for meaning, about the necessity for skimming, and the evils of skimming, and about the virtues and vices of pre-digested books. We read about—but enough! Am I not harassing further even as I write, and pulling the last remnants of dead flesh from the bare bones? Sometimes of an evening “when the night is beginning to lower,” my guilt feelings momentarily quiescent, I permit myself an indulgence in which, as a librarian, I am like a jockey going for a horse-back ride or a postman on a walk. It is an indulgence which I recommend to you, oh reader, as I select from my shelves a volume and luxuriate in the wonderful pages of a book “just to read.”

MARY E. FLECK.

BRONSON, WILFRID S. *Cats.*
Harcourt. 1950.

Mr. Bronson has devoted his new book to the habitat of the cat family. The end pages display all members of the feline tribe trooping across the pages in majestic array. The content of the volume is concerned with the care and personalities of these four-footed creatures. The unusual black and white drawings will interest children as well as the selection of material set down in large bold print.

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READING FOR WORLD CITIZENSHIP: Secondary Level

DORIS RYDER WATTS, *Librarian*

Bret Harte Branch, Long Beach Public Library

NOTE: Based on a paper presented at the Sixteenth Annual Claremont College Reading Conference, on Wednesday, July 6, 1949.

More than 150 years ago, a wise, humorous, and totally remarkable American said, "God grant, that not only the love of Liberty, but a thorough knowledge of the rights of man may pervade all the nations of the earth, so that a philosopher may set his foot anywhere on its surface and say, 'This is my country'."

Perhaps that mythical philosopher about whom Benjamin Franklin was speaking is that same world citizen whom we are going to discuss today. Because reading for world citizenship should certainly strengthen the love of liberty, and most important of all, should lead to a thorough knowledge of the rights of men—of all men—everywhere on the face of this very small earth.

Robert M. Hutchins in "The Education We Need" said, "It is principles, and everlasting principles, not data, not facts, not helpful hints, but principles which the rising generation requires if it is to find its way through the mazes of tomorrow." And Howard G. Spalding in "School And Society" for March 1947, wrote, "We have worked far harder to teach facts than to teach the principles of ethical conduct. We have been much more concerned with teaching the principles of science than of morality; with developing skills of hand and eye than the skills required in human relationship; with giving knowledge rather than developing the insight which would enable our young people to use their knowledge for the common good."

From these two educators we discover a third essential for world citizenship, and that is good character or sound moral principles. To quote Chancellor Hutchins once more, this time from

"The Atomic Bomb Vs. Civilization", "We must expand education and intensify it until education in understanding becomes the major occupation of all our youth and the major activity of all our youth." Which gives a fourth requirement for world citizenship—understanding. Common understanding in the world community, a sense of the common tradition, common ideas and common ideals which are inherent in the whole human race. Reading for world citizenship should aim therefore toward inculcating in our boys and girls these four major requirements of world citizenship: one, a love of liberty; two, a thorough knowledge of the rights of men; three, moral principles; four, understanding. I should like to add a fifth requirement myself. That fifth requirement would be a belief in a Divine Power, without which no world citizenship can exist.

Of course, there has always been a need for world citizenship. "Love thy neighbor as thyself" is still one of the simplest ways of expressing it. But today, in the Year Four of the Atomic Age the need has become imperative. Think of some of the books which have been published in the last four years. Consider the titles alone: "The Atomic Age Opens", "Modern Man Is Obsolete", "One World or None", "In the Name of Sanity", "Must Destruction Be Our Destiny", and "No Place To Hide"—to mention only a few. Scientists agree that against the atomic bomb there is no adequate military defense. The problem of the A-Bomb and total war must be solved if the Atomic Age is to outgrow its infancy. Coupled with the hazards of the A-Bomb and war are other greater hazards. Ignorance among peo-

ple of the facts, of the alternatives to war, of the promise of the new world are tremendous hazards in an Atomic Age. In some way the social implications of atomic energy must be learned. The new physical forces unleashed are the concern of everyone in a democratic community where the power to make decisions must be widely understood. Serious responsibilities face educational groups, and civic minded organizations in connection with the intelligent and careful interpretation of the innumerable social and economic implications which have arisen as a result of the advent of controlled nuclear fission. Reading for world citizenship must aim first of all toward giving high school students the knowledge necessary for recognition of the fact that world citizenship is today one of life's necessities.

One of the best and most readable publications on this subject is a pamphlet issued in 1948 by the National Association of Secondary School Principals, called "Operation Atomic Vision", a teaching-learning unit for high school students. In it are presented the two sides of the atomic picture—with the bright side always the center of the picture. This booklet doesn't try to frighten the reader, but neither does it try to gloss over our world situation. It does present the facts, and grim facts they are. It does make a remarkably fine attempt to make the high school student see that the whole problem is his problem, must be faced by him, and must perhaps be solved by his generation. I quote, "Man has released a source of energy with which he may either destroy himself or build a richer, better world. Both choices are real; both are possible. For high school youth the question may be phrased: 'Will you be the lucky generation or the last one?'" I have found that this pamphlet can be used most successfully with high school students. It definitely stimulates awareness and a further desire to read more on the subject.

John Hersey's moving account of the personal experiences of six survivors in

his brilliant book, "Hiroshima" is one which boys and girls of even junior high school age will read. David Bradley's "No Place To Hide" proved to be one of the most popular titles on our High School List this spring. I reviewed it twenty-six times, and each time I found that it immediately captured and held the interest of the eighty or more students listening. All reserves placed on the book in our Branch have been placed by boys. What does that indicate, I wonder?

But in reading for world citizenship there is more to be considered and worked toward, certainly, than the possession of a single interest. Our high school students are fully aware of the fact that modern communication and transportation have destroyed the barriers of time and space. They realize, I think, that the world has become a geographic unit. But do they realize the implications of this fact? Norman Cousins in "Modern Man Is Obsolete" wrote, "In a world where it takes less time to get from New York to Chungking than it took to get from New York to Philadelphia in 1787, the nature and extent of this geographic entity becomes apparent. . . . Never before in history has the phrase, the human family, had such a precise meaning. This much all of us—American, European, African, Asiatic, Australian—have in common: whether we like it or not, we have been brought together or thrust together as a world unit, albeit an unorganized world unit . . . there is little point in musing or speculating whether this unit is desirable or whether it deserves our support. The fact is that it exists." Here is a book which the average high school student will read because it is a thin book. To me, it is the book above all others which clearly shows all the implications of what it means to be a part of a world unit.

Through education we have successfully conquered time and space. Through education we have transformed our world into a neighborhood of more than two billion neighbors. But what of our

capacity for neighborliness? What is the greatest barrier to world citizenship which exists today? Perhaps the only remaining barrier. Is it not prejudice? I think the answer must be "yes". Prejudice, the rank weed which chokes the growth of neighborliness wherever it is found. "The prejudices of mankind", wrote Herbert Evatt in *United Nations World* for May 1949, "irrational though they may be, are deep rooted in the tradition of each country and in the teaching which each child absorbs often unconsciously."

One of the major aims in reading for world citizenship must therefore be the rooting out of prejudice. All prejudice—racial, national, and religious. If we can create good citizens here—wise, understanding, unprejudiced citizens here in the United States of America, then I believe we will have, ipso facto, our good world citizens.

A dozen or more of the titles on this list have been selected with that in mind. Benedict's simple book "In Henry's Backyard" can accomplish a great deal with its amusing cartoon and elementary captions. This book does one very important thing extremely well, I think. It shows graphically the fact that prejudice exists in *each* person, regardless of his color. She calls it "the green devil". It is well to bring out quite early in any discussion of prejudice the fact that the white race is the world's one true minority. W. L. White's book "Lost Boundaries" is an exceptionally good one for high school students. For this is the story of a boy, the supposedly true story of a boy who, at the age of sixteen, while a student in a New England high school, discovers that he is a Negro. The book tells the story of his final adjustment to the shattering discovery. Here is presented a situation into which each reader can project himself. It is a personal book. It does not talk *about* the problem. It invokes it literally. Phyllis Whitney in "Willow Hill" accomplishes the same purpose in another high school situation. I know of no more moving passage in any book

on this theme than the one which is depicted in "Willow Hill". At the moment when the whole town is up in arms because of the building of a Negro housing project; at the moment when the student body of the high school is split into two warring factions, the young heroine is called upon to lead the school in the Pledge of Allegiance. This charming and attractive little scatter-brain rises, and says, in effect—"Before any of you make this Pledge of Allegiance to our Flag, listen while I repeat the words to you. Listen. Decide whether you really mean them. If you don't, you'd better just stay sitting down." Then she repeats very slowly the words of the Pledge. I have seen students look at each other very shame facedly when this book has been reviewed. I have seen them deeply moved. A book like this, in the very simplicity of its approach can do much to create an awareness of what citizenship really means. Because reading, of course, is not merely a matter of word recognition, but includes the ability to comprehend, interpret, evaluate and apply what is read. Fiction can be of the greatest help because by means of fiction the reader is able to identify himself with the characters in the book. For the younger students Tunis books are of a particular value for this reason.

Still on the subject of racial prejudice, particular mention should be made of Hortense Powdermaker's small book, "Probing Our Prejudices." This is an older title, one written particularly for the high school student, and one with which, I am sure, you are all familiar. It explains briefly and simply the reasons for prejudice. It explains how feelings of economic insecurity, fear, and inferiority find expression through prejudice. With this book might be used Stegner's "One Nation" which, with its wonderful photographs and running commentary, does much to bring these hidden conditions and situations into the open.

Fiction with a central theme of religious prejudice is rather difficult to find, except in connection with the Jews.

There are, however, two especially useable non-fiction by Florence Fitch. In "One God", and "Their Search for God" all religious beliefs are explained. The similarities and the differences are described. I think the author makes her point very well. I think that it is impossible to read her books without concluding that having a faith is the important thing; the actual worship of a Divine Power, not the way in which that Divine Power is worshipped. Surely in an attempt to break down religious prejudice, these two books are invaluable.

Then there is that warm and beautiful story by Brown called "Stars in my Crown". This is the life story, told in a series of anecdotes, of a Protestant country preacher, a truly great man who had in his heart a wonderful love and understanding of his fellow man. And there is Manners' unforgettable story of his father a Jewish Rabbi, in "Father and the Angels". Both of these books may be used not only in connection with religious prejudice, but also to help develop the kind of moral principle necessary for world citizenship. Gwethelyn Graham's love story of the marriage of a Jew and a Gentile in "Earth and High Heaven" is one of the most popular books in our library with High School girls. Surely the reading of that book cannot help but make them a little richer in understanding, a little wiser, and a little more thoughtful.

The breaking down of national prejudice in a program of reading for world citizenship, can perhaps best be accomplished by learning, through books, to understand the people of other countries—their likenesses to each other and to us. "Fiction", wrote Ruth Strang in "School and Society" for January 31st, 1949, "is particularly useful in building the reader's understanding of other peoples—their mores, the ways in which they are like him or different, and the reasons why they behave as they do." Books about other countries and books about minorities in this country all may

serve to emphasize the likenesses of all people.

In "The Good Earth", Pearl Buck gives an unforgettable picture of the life of the Chinese peasant, plus a sense of the changeless values which guide his life. Alan Paton's "Cry the Beloved Country" does the same thing for the South African native. The author has painted a vivid picture of life in Africa, and of the impact of the white man on that country. He has done more. With magnificent literary style he has created in the character of the humble African priest a true man of God—a man upon whose shoulders rests the mantle of pure goodness, and gentle dignity. Here is an experience in reading for all of us. For here is presented virtue.

W. L. White in "Land of Milk and Honey" has written what may be a "pot-boiler" but which is, nevertheless, one of the most illuminating books for high school students on life in Communist Russia. Here is told the true story, through a series of flash backs, of the life of a boy growing up through a succession of Five Year Plans. School, dates, jobs, and friends—the whole business of every day life in Communist Russia is described. The story of what happened to each of his friends as they reached maturity, and the feeling of the dreadful restraint under which they were all living is made very vivid. This book, as much as any I can think of, gives a moving and at the same time clear picture of the Russian people. It gives the feeling that people are the same no matter where they live. All people love and hate, live and die, are happy and sad. People are changeless in their fundamental needs—it is only governments which change. No high school student is going to read this book without feeling lucky, and privileged to be growing up in a democratic country. But he is going to feel pity for the Russian people—not hatred. You will have to decide which emotion is more conducive to world citizenship.

Meyer Levin, who was assigned as a

war correspondent for Overseas News Agency to discover what had become of the Jews of Europe, has written "My Father's House", a quiet, poignant and important novel about modern Palestine. He covered for his news agency the arrival of an illegal ship in Haifa. He once saw a little boy waving from the prow of the ships carrying human contraband and he made him into David Halevi, the boy of this book. One day in Cracow, the Nazis came with machine guns and herded the people into the square. David's father had told him to run to the forest, that some day they would meet in Palestine. David had lived among the trees with the other lost wild children until he was finally captured and taken to a concentration camp. When the Americans came, David was certain he would find his father. On the long weary trek to the coast he still believed it, and in the swarming furtive ship which took them to Haifa he knew he would find his father in Palestine. The story of "My Father's House" is the story of that search, of a small boy wandering over the Holy Land, remembering only a name and the sound of a voice. Meyer Levin gives the feeling of the hot, timeless landscape, the tension of the renaissance Jews as they break ground, organize cooperatives, build a community and begin to live again. There is something about this story of David which boys and girls take to their hearts. Surely it is in the heart where understanding will begin. Reading for world citizenship must lead to a gradual understanding of people. Only from that understanding will world citizenship or world brotherhood stem.

Dora Smith said, "One of the chief rewards of the study of literature is a sense of the continuity of human experience and of the amazing likeness of human nature and human response from place to place and generation to generation. Literature is probably most capable of giving people social insight, of rousing their sympathies for the fate of most of mankind."

Reading for world citizenship can make apparent the fact that the whole brotherhood of man is entitled to live, to work, and to worship in freedom. Maurice Hindus in his new book, "In Search of a Future" has painted a picture of the life of the fellah in the countries of the Middle East which is bound to make a deep impression on the reader. It arouses the consciousness that there is a new kind of growth taking place in the minds and in the hearts of men. Almost there seems to be a sort of prophetic turning of the people of this earth. Centuries ago great teachers saw with clarity that men could not advance by magnifying their antipathies, but only by exalting their common brotherhood could they enjoy the earth and the fullness thereof. Reading for world citizenship will, I think, crystallize the feeling that justice for one must be justice for all; that freedom for one must be freedom for all.

In the history of mankind the closest to that ideal has been found in the Democratic way of life. However Democratic government can rise no higher than the intelligence, purpose and conscience of the individual citizen. In "Town Meeting" on January 25th, Clifton Fadiman made a remark well worth consideration. He said, "Education is not so much a method of satisfying needs, it is more a method of questioning needs. It should teach men to need and want those things that are really important, among them universal peace, universal law, and universal respect for our fellow men." Ideals of mutual respect and helpfulness can be developed through reading, through the kind of reading which leads to understanding. The coming of the United Nations and the urgent necessity that it evolve into a more comprehensive form of world government places upon the citizens of the United States an increased obligation to make the most of their citizenship which now widens into active world citizenship. No nation, however, can teach more than it is; and

what we make of ourselves and of our country will in large part, determine what we can do for a greater world order.

Rabindranath Tagore has written a poem which seems to me to express this ideal perfectly:

"Where the mind is without fear and
the head is held high;
Where knowledge is free;
Where the world has not been broken
up into fragments by narrow domestic walls;
Where words come out from the
depth of truth;
Where tireless striving stretches its
arms toward perfection;
Where the clear stream of reason has
not lost its way into the dreary
desert sand of dead habit;
Where the mind is led forward by
Thee into ever-widening thought
and action—
Into that heaven of freedom, my
Father, let my country awake."

Bonaro Overstreet some time ago wrote a little book called, "Freedom's People, How We Qualify for a Democratic Society". It is a simple little book. And it deals with simple little everyday problems. The kind which are so very often overlooked. It is really a sort of how to live democratically day by day. A wonderful book for high school students—for all of us, in fact.

And there is Papashvily's "Anything Can Happen"—that true, and truly delightful story of a Georgian who comes to this country and, after suffering all sorts of indignities and misfortunes, comes through with a complete understanding of the Democratic way of life and with a profound love for the things it can mean. That book, by its humor, warmth, and faith, has the power to make the reader feel truly humble. Rizk's "Syrian Yankee", Rolvaag's "Giants in the Earth", and Auslander's "My Uncle Jan" are all related by the same central theme. All of those books in describing the adjustment of a minority to life in this country—the often

extremely difficult adjustment—can do much to explain to all of us who take it for granted, just what citizenship in a Democracy can mean. And thus, in the ultimate, just what citizenship in a democratic world could mean.

Mark Van Doren's "The Great Rehearsal" is a vivid account of the conflict of ideas, and of the violent disagreements which preceded the making of our Constitution. It presents an incredibly accurate pattern for the discord which exists today in the General Assembly of the United Nations. In showing how ultimate order came out of the chaos in 1787, it offers encouragement for the world situation which exists today. For today we face the performance for which that Constitutional Convention was but the great rehearsal.

And last of all a book which seems to be of such great interest to all high school readers. Wofford's "It's Up to Us". Granted there are better books on world government, but this has the value of having been written by a high school boy. Young Wofford attacks the whole problem of world federation and of world citizenship. He describes what he and his friends did in New Rochelle and how they did it. He lays the problem of world citizenship at the feet of his contemporaries—the boys and girls with whom we are concerned today.

This list of books which you have been given is, of course, only a sampling of the wealth of available material. It is a selected list for it includes only books which have been read and enjoyed by high school students. Some of the titles are extremely simple; some quite difficult. Many lend themselves particularly well to reviewing, others to discussion. The list is offered as a possible help in building a program of reading for world citizenship. In the development of such a program it seems to me that we must work very closely together. There is such discouragement among many teachers and librarians about the attitudes of our adolescents today. Perhaps rightfully so. Many of

them are difficult to handle, hard to reach, unconcerned with the important issues. They are confused, but so are we. They are caught in a maelstrom of our making. This is a strange and sometimes terrifying new world. We cannot cease for one single moment in our efforts to help them achieve those qualities of good citizenship which will assure adjustment. We have an obligation in our work with boys and girls—an obligation to keep alive the great themes by which the race has risen. Themes which no amount of scientific progress can change. Courage. Justice. Integrity. Compassion. And Love. We have a further obligation to keep alive the vision of freedom—that imperishable dream of the right to live, work, and worship as free men—and in peace. If discouragement with our obligations becomes too great, our only choice is a change of profession.

Teachers, of course, have the greatest opportunity, for I think they can wield the greatest influence. Parents have the opportunity, if they will take it. School librarians can surely do much to foster reading for world citizenship. And the public librarians can cooperate. As close a cooperation as possible should exist between the school and the public library, primarily so that books will still seem accessible to the young person after he leaves school. Public librarians can help in a program of this sort by reviewing books in the schools, thus stimulating the desire to read. They should be urged to do so. As Chairman of the committee on reviewing for young people, I have visited the high schools in Long Beach for four years. I know that interest in books can be increased by means of book reviews. I also know that it can be a very discouraging business. But it has convinced me of the fact that the closer the cooperation between all agencies concerned with reading the better the results. So often the excuse of “no time” is used by all of us. But the excuse of “too little time” is wearing a bit thin. We have too little time, it is true. All of us on the face of the earth have too

little time *not* to work toward the ideal of world citizenship. With every bit of our energy, with our minds and with our hearts, we must stimulate reading for world citizenship.

I should like to close this morning by reading part of a prayer written by Stephen Vincent Benet, and read by President Roosevelt at United Nations Day Ceremony on June 15th, 1942:

“Yet most of all grant us brotherhood, not only for this day but for all our years—a brotherhood not of words but of acts and deeds. We are all of us children of earth—grant us that simple knowledge. If our brothers are oppressed then we are oppressed if they hunger, we hunger. If their freedom is taken away, our freedom is not secure. Grant us a common faith that man shall know bread and peace, that he shall know justice and righteousness, freedom and security, and equal chance to do his best, not only in our own lands, but throughout the world. And in the faith let us march toward the clean world our hands can make.”

READING FOR WORLD CITIZENSHIP

Auslander—My Uncle Jan.
 Belden—China Shakes the World.
 Benedict—The Chrysanthemum and the Sword.
 Benedict—In Henry's Backyard.
 Blackett—Fear, War and the Bomb.
 Bradley—No Place to Tide.
 Brown—Stars In My Crown.
 Buck—The Good Earth.
 Cousins—Modern Man Is Obsolete.
 Davis—That Girls of Pierre's.
 Emery—Tradition
 Evans—All About Us.
 Fast—The Last Frontier.
 Felson—Struggle Is Our Brother.
 Fisher—You and the United Nations.
 Fitch—One God.
 Gebler—The Plymouth Adventure.
 Gollomb—Window On the World.
 Graham—Earth and High Heaven.
 Griffith—American Me.
 Hersey—Hiroshima.

Hersey—The Wall.
 Hindus—In Search of a Future.
 Huggins—The Red Chair Waits.
 Levin—My Father's House.
 Manners—Father and the Angels.
 Masters—One World or None.
 Nunn—White Shadows.
 Overstreet—Freedom People.
 Papashvily—Anything Can Happen.
 Paton—Cry the Beloved Country.
 Petrov—My Retreat from Russia.
 Powdermaker—Probing Our Prejudices.
 Richards—Nations and Peace.
 Rizk—Syrian Yankee.
 Rolvaag—Giants in the Earth.
 Savery—Enemy Brothers.
 Stegner—One Nation.
 Swift—North Star Shining.
 Tunis—All American.
 Van Doren—Great Rehearsal.
 Wernher—My Indian Family.
 White—Bernard Baruch.
 White—Land of Milk and Honey.
 White—Lost Boundaries.
 Whitney—Willow Hill.
 Wees—King-Doctor of Ulithi.
 Williams—Socialist Britain.
 Wofford—It's Up to Us.

The Midcentury Conference on Children and Youth in California

Mrs. Maurine S. Hardin

Two conferences on children and youth welfare were called by California's Governor Warren in 1950. One met during February, the second more recently, September 18-19, in Sacramento. The purpose of these conferences was to formulate plans for California's participation in the *Mid-Century White House Conference* to be held in Washington, D. C., December 3-7, 1950. Its goal will be "For every child a chance for a healthy personality."

At the Sacramento Conference, discussion groups considered the physical, emotional and spiritual qualities for individual happiness and what social and economic developments might best promote them. Specific recommendations were formulated as the results of discussions in sections. They were ar-

anged under the following divisions:

- I. *Growth of a Healthy Personality.* This group studied the individual from infancy to maturity, and included his relationships to the family unit.
 - II. *Communities with Special Population Problems Affecting Children and Youth.* This section considered population pressures; the children of migrant families, and youth on the move.
 - III. *Helping Children in Need to Achieve a Secure and Mature Life.* This included care of children away from home; transition from learning to earning; community responsibility for family security; and the mentally defective or retarded child in the family group.
 - IV. *Community Services for Children and Youth with Special Problems.* This group stressed identification of special needs; availability and use of family services; psychiatric services for children; and court, probation and correctional treatment.
 - V. *Teamwork in the Development of a Community Program.* This dealt with rural communities, and those cities of small, medium and large populations. These groups were concerned with setting up the machinery to implement the goals set up in the other divisions.
- RECOMMENDATION:** that legislative action should be passed to establish a *co-ordinating* agency, or other similar body on a state-wide basis to serve in an advisory capacity.
- It was suggested that the present Youth Committee could have its authority broadened to function in this manner, and that its membership should include the state officials concerned with welfare, recreation, health, mental hygiene and correction, schools, libraries, and the Department of Industrial Relations. In addition, these services should be available and or-

ganized at the community level through a state clearing agency.

Reported here are some of the significant conclusions derived from the excellent summaries of the section discussions; with special emphasis on those of significance to all libraries summarized by the librarians who were present:

No agency could or should assume all responsibilities for developing the well-rounded child, but the school, the family, the church and all community activities (including the library) should work together for the physical, mental, emotional and spiritual well-being of every child, for the development of moral and spiritual values. There should be counseling for youth and for their parents. There is a need for co-ordination of the school with other agencies in the community, with the need for parent education, with emphasis on the family as a bulwark of strength and security to the child and as the agency that must support all other activities of the community, with the need for attention to the gifted as well as the retarded child.

Each community shall have facilities for educational, intellectual, physical, religious and welfare services, and shall instill moral and democratic principles. There is need for character building and for the lessening of prejudice. Integrity and the worth of each child should be preserved for the child's own sake, and for the enrichment of our society (in a democracy). The community needs to accelerate and improve the agencies working with children; to strengthen the agencies dealing with home life. We should recognize the schools as an important agency in family life because they are the agency that reaches all homes and children. (This is true of the libraries as well, and library facilities should be enlarged to reach all the children.)

The habit of library consultation in the planning of community problem solving must be developed. Libraries should do a better job in the area of public relations. Books and libraries seem to be taken for granted in many

communities, but are rarely mentioned specifically. It is obvious that librarians should improve their techniques in the field of publicity.

Librarians should be included in the development of all recreation programs. Story hours, or library accessibility in rural or pressure areas would aid recreation programs and lower juvenile delinquency.

The library has a vital place in supporting the activities recommended; such as parent education, extension of counseling, churches and community centers reaching all instead of a small part of the population. The library should supply books to help in solving each of the problems that may arise.

The School Library Association of California was indeed honored by Governor Warren's invitation "to attend and give us the benefit of your experience and counsel" at the state conferences on children and youth.

California school librarians were honored further by his invitation to send their representative to the final White House planning conference, and by his request that school librarians of the state participate "in order that there might be wider representation in the various sections planned for discussion." The supervisors of school libraries in several large cities were also invited, as were the State Librarian, two members of our University Library Schools, and a few public librarians.

Librarians should accept any community invitation to serve on local co-ordinating councils. Their participation will serve to enlarge the services they can give, and to enrich the lives of our children, youth, and their parents.

This challenge from the concluding remarks of Governor Warren, in his address to the conference, is particularly suitable for librarians and teachers. He said, "To our youth we must give our careful attention, their greatness will be the irrefutable testimony of how well we have done our job, **WE MUST NOT FAIL.**"

The American Library Association

CLEVELAND, SUMMER, 1950

By Margaret V. Girdner

School librarians in California at this time have the power to influence the direction their profession will take for the future, and it is a grave responsibility. In the next few months, the membership of the Association of American School Librarians will vote upon the controversial question of the proposed divisional status of the organization to decide whether it shall become an autonomous organization or continue as a part of the Division of Libraries for Children and Young People in the framework of the American Library Association.

The recommendation to seek division status was made by the Board of the Association at the Atlantic City meeting in 1948 and has been discussed and debated at the seven regional meetings of the American Library Association in 1949. At that time, four regions—Far West, Trans-Mississippi, Middle Atlantic and New England—voted to retain the present Division of Libraries for Children and Young People. Southeast took no action and Southwest asked for further study. One region—Midwest—voted for autonomy of the A.A.S.L.

In spite of this evident opposition, the majority of members in attendance at the Midwinter meeting in Chicago in January, 1950, voted in favor of separation and at the annual conference in Cleveland all attempts to reopen the question or submit the decision to a mail vote were unsuccessful.

Many of those members who voted against the proposal at Midwinter considered that the attendance was not representative of the membership and urged that a democratic vote should be called for, either at the annual conference which is held in vacation, thus allowing greater participation by members, or by a mail vote. As an example, California school librarians have voted several times

unanimously against the proposal for separation both in the state and sectional meetings, nevertheless at the Midwinter meeting only three librarians in attendance of the 214 members of A.A.S.L. in the state could register this protest.

In the meantime, in view of the opposition expressed through letters and resolutions of state and local associations, a special committee of the Council, composed of Dr. Raynard E. Swank, chairman, Helen M. Harris, Foster E. Mohrhardt and Howard M. Rowe was appointed by President Lord of the A.L.A. to consider the petition.

After careful study and many interviews with librarians on each side of the question, the committee recommended that separate division status be approved subject to approval by a mail vote of the entire A.A.S.L. membership, a majority of the ballots to constitute a confirmation.

Mrs. Walraven, chairman of the A.A.S.L., has outlined the arguments for and against change in status as follows: *"Division status should be sought because:

1. Present divisional structure needs simplification. It is difficult to explain to prospective members. Division board meetings take an excess of time of section officers.

2. Membership gains would be easier to attain because of simplified structure. A large potential of teacher-librarians should be added.

3. Divisional status would provide an organizational structure more comparable to that enjoyed by other teachers—such as the National Council of Teachers of English, National Council of Social Studies, etc. Affiliation with national educational organizations would be possible.

4. Increased membership would provide more money and greater justification for the appointment of a full-time executive secretary.

*A.L.A. Bulletin, vol. 44; p. 74, March, 1950.

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SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

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1950-1951

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PUBLICITY

Mr. Thomas F. Murray, Chairman, Contra Costa Junior College, East Campus, Martinez
Miss Shirley Hopkinson, Modesto Junior College, Modesto
Miss Elizabeth Martin, Monterey Peninsula College, Monterey
Miss Marjorie Jones, Presidio Junior High School, San Francisco
Miss Barbara Cope, Contra Costa Junior College, West Campus, Richmond
Mrs. Elma Young, Placer College, Auburn

C. T. A. REPRESENTATIVE

Miss Dora Smith, San Jose State College, San Jose

SOUTHERN SECTION COMMITTEES

(Continued from Page 21)

Mrs. Allie Moore, Horace Mann Junior High School, Los Angeles
Miss Marjory Pearson, South Gate High School, Los Angeles
Miss Elizabeth Reining, Library and Textbook Section, Los Angeles City Schools, Los Angeles
Miss Lenore Townsend, Beverly Hills Elementary Schools, Beverly Hills

C.T.A. REPRESENTATIVE

Miss Marjory Pearson, South Gate High School, Los Angeles

IT'S COMING IN THE MOVIES— DO YOU HAVE THE BOOK?

ACROSS THE WIDE MISSOURI (*Metro-Goldwyn-Mayer*) by Bernard De Voto. Cast: Clark Gable, Maria Elena Marques, John Hodiak, Ricardo Montalban, James Whitmore, Adolphe Menjou, J. Carrol Naish, Jack Holt, Douglas Fowley.

THE GAUNT WOMAN (*RKO*) by Edmund Gilligan. Cast: Dana Andrews, Claude Rains, Carla Balenda, Philip Dorn, Eric Feldary.

THE GREAT CARUSO (*Metro-Goldwyn-Mayer*). From the book, "Enrico Caruso, His Life and Death" by Dorothy Caruso. Cast: Mario Lanza, Ann Blythe, Dorothy Kirsten, Jarmila Novotna, Blanche Thebom, Teresa Celli, Ludwig Donath, Carl Benton Reid, Nestor Paiva.

LIGHTS OUT (*Universal-International*) by Bayard Kendrick. Cast: Arthur Kennedy, Peggy Dow, James Edwards, Richard Egan, John Hudson, Russell Dennis, Rock Hudson, Russell Dennis, Rock Hudson, Joan Banks, Betty Adams.

LORNA DOONE (*Columbia*) by Richard Dodridge Blackmore. Cast: Barbara Hale, Richard Greene, William Bishop, Shayne McLary, Carl Benton Reid, Ron Randell.

MAGNIFICENT YANKEE (*Metro-Goldwyn-Mayer*) by Emmet Lavery. Cast: Louis Calhern, Ann Harding, Eduard Franz, Philip Ober, Richard Anderson.

A PLACE IN THE SUN (*Paramount*). From the novel "An American Tragedy" by Theodore Dreiser. Cast: Elizabeth Taylor, Montgomery Clift, Shelley Winters.

QUO VADIS (*Metro-Goldwyn-Mayer*). Polish novel by Henryk Sienkiewicz. Cast: Robert Taylor, Deborah Kerr, Leo Genn, Peter Miles, Peter Ustinov, Felix Aylmer.

RED BADGE OF COURAGE (*Metro-Goldwyn-Mayer*) by Stephen Crane. Cast: Audie Murphy, Bill Mauldin, Royal Dano, Douglas Dick, Arthur Hunnicutt, John Dierkes.

MOTHER OF A CHAMPION (*Filmakers Prod.-RKO*). From the novel "American Beauty" by John Tunis. Cast: Claire Trevor, Sally Forrest, Robert Clarke, Kenneth Patterson.

THE MUDLARK (*20th Century-Fox*) by Theodore Bonnet. Cast: Irene Dunne, Alec Guinness.

FUTURISTIC VIEW, 1950-51

(Continued from Page 6)

California." May we re-dedicate ourselves to this lofty purpose of our organization and, in the spirit of unselfish service, improve the program of school librarianship in California! May we do our utmost in working toward the four goals set up recently by the A.L.A. Division of Libraries for Children and Young People:

1. "To develop programs of library service for school and public libraries everywhere, which will contribute constructively and appropriately to an awareness of the world in which children and young people live, to the development of self-understanding and to the practice of democracy as a part of everyday experience.

2. To provide library service for children and young people and school libraries in areas where they are now lacking.

3. To obtain an adequate supply of well qualified librarians by strengthening and broadening the training—the professional education and the in-service training of librarians working with children or young people in public and school libraries.

4. To emphasize quality and variety in books and related materials organized to serve the purposes stated above."

Life is a series of changes, and so it is with the life of the School Library Association of California. "Off with the old, and on with the new" is a familiar phrase to us. Yesterday may have been usually bright, but the word TOMORROW has a magical quality. It embodies radiant hope for the future. So let us prove to ourselves tomorrow that in unity there is strength, and that the year 1950-51 will be a record year in the annals of the history of our association!

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The C. L. A. Goes to Sacramento

By Natalie LaPike

A CENTURY OF BOOKS IN CALIFORNIA, 1850-1950, was the theme of the 52nd Annual Conference of the California Library Association held in Sacramento June 21-24. Those fortunate enough to be present during those four wonderful days found the conference every bit as enjoyable and inspiring as the advance publicity had promised.

President Lawrence Clark Powell, his chief lieutenant in charge of arrangements, Frederick Wemmer, and the various committees deserve high praise for the outstanding job they did in planning the brilliant program and taking care of all those innumerable details that insured a successful conference.

Informality characterized the conference. Larry Powell opened the meeting in that spirit and it prevailed throughout the sessions. While everyone had a good time, perhaps none more so than the visiting speakers and guests. It was especially noted that most of them were present for the opening session and remained until the end.

No meetings were scheduled for Friday afternoon so there was time to visit the various points of historical interest in and around Sacramento, and to examine the memorable Library of Congress Exhibit of Early California in the State Capitol. Many of the school and children's librarians attended the open house at the unique Ella K. McClatchy Young People's Library.

The speakers were, without exception, outstanding. A number of the speeches have already appeared in the September CALIFORNIA LIBRARIAN (formerly the CALIFORNIA LIBRARY BULLETIN).

Those who did not hear the talk by Verner Clapp should read it without fail. In the opening address, Mr. Clapp, Chief Assistant Librarian, Library of Congress, traced the remarkable progress in library development in California during the past hundred years. He then

offered specific suggestions as to how best California libraries and librarians could participate in national plans and projects.

One of the guests who seemed to enjoy every moment of the conference was Clarence A. "Skip" Graham, president, American Library Association. His talk on the IMPLICATIONS OF THE ATOMIC BOMB UPON LIBRARIANSHIP was a challenge to librarians everywhere to begin offering the public the kind of library service it needs for this day and age. Libraries should become communication centers. Our A.L.A. president has a very definite philosophy in respect to library service and he revealed how that philosophy has been given practical application when he described what the Louisville Public Library has been able to accomplish for the citizens of that city. All possible communications media are used.

A special tribute was paid the California State Library and State Librarian Mabel R. Gillis by librarians assembled at a luncheon meeting. The speaker was Phil Townsend Hanna, authority on California history, who described in his own inimitable way the highlights of his association with the State Library over a long period of years.

Of special interest to school librarians was the meeting of the Section for Library work with Boys and Girls. The group took action urging that the present organization of the A.L.A. Division of Libraries for Children and Young People be maintained. Margaret Girdner and Maurine Hardin participated in the discussion seeking support for similar action previously taken by the S.L.A.C. The group also heard Jarvis Fortmann vividly describe the benefits that can be expected by more careful selection of stories and books when working with ill-adjusted boys and girls. This talk, too, has been printed in full in the CALIFORNIA LIBRARIAN.

Saturday was celebrated as California Literary Centennial Day, sponsored

jointly by the State Centennials Commission and the California Library Association.

Surely not a single person who attended the formal banquet that closed the conference will ever forget it. Robert Gordon Sproul presided and introduced Dixon Wecter, noted writer, and Professor of History at the University of California. We knew as we listened to Dr. Wecter's brilliant speech summing up California's literary heritage that we were enjoying a rare privilege, but not one of us suspected that that talk was to be his valedictory. His speech will be published shortly in the SATURDAY REVIEW OF LITERATURE.

As interesting and important as any other part of the conference was the business meeting. The Committee on Intellectual Freedom presented an excellent report dealing with the problem of loyalty oaths. The imperative need for additional funds to maintain current services of C.L.A. were fully discussed and a revised dues schedule voted. Jasmine Britton reported on A.L.A. National Relations. The Regional Cooperation Committee announced that CALIFORNIA LOCAL HISTORY was off the press and presented the first copy to President Powell.

The report of the Membership Committee indicated that the number of school librarians holding memberships in the C.L.A. was all too small. C.L.A. represents ALL librarians of the state and deserves the support of ALL of us.

POLITI, LEO. *Boat for Peppe*. Scribner, 1950.

In his latest picture book Leo Politi's drawings have been reproduced with clearer colors and more distinct outlines than his earlier ones. This story tells of Peppe, the son of a Monterey fisherman, and about the top boat which is given to him at the fiesta.

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IN MEMORY

*"There is no death! The stars go down
to rise upon some other shore".¹*

Hundreds of friends have been touched by the loss of Statie Weber and Louise Roewekamp. At this time when there is a new growth of school libraries in Los Angeles, those of us in the Association are fortunate to have woven into the pattern of our professional and personal lives the spirit of their energy, vision, and courage.

The essence of this spirit will endure in the many places where they were:

Hollywood High School where Statie companioned countless students and teachers with her rare gifts of intelligence and understanding for thirty-five years.

Manual Arts High School, Huntington Park High School, and the East Los Angeles Junior College where Louise served with brilliance.

This Association of which Statie was one of its earliest presidents.

The Book Breakfasts which came into being under her inspiration.

The many, many committees on which they both served and to which they always brought a refreshing point of view. Statie and Louise were distinctive wherever they appeared, representing us, for they brought much to the mind and heart alike.

We hesitate when we try to describe gallantry. We find it difficult to explain. But we know when we have glimpsed it, and we have seen it in the red strands running through their badges of courage.

With the return of each spring we shall hear Statie's infectious laughter enlivening our meetings. We shall know her hearty leadership and feel Louise's cool counsel in the blossoming of the

earth and the valiant displays of this season.

"Literature, recorded on the frailest of materials", one author tells us, "has had the strongest lien on immortality".² All of their lives Statie and Louise lived in this immortality. Daily their hands found on shelves and placed in other hands, the distilled beauty of vanished days, the compounded wisdom of far-soaring minds, all enshrined in golden covers. So it should not seem strange to them to put aside the earthly bindings of an era and open their pages to the light of universal suns.

²Ernest Sutherland Bates in *The Bible Designed to be Read as Living Literature*.

COURLANDER, HAROLD. *Kantchil's Lime Pit*. Harcourt. 1950.

This is a real contribution to the folklore collection. Twenty-three stories that stem from Indonesia have been retold by Harold Courlander for American children. Hero of many of these tales is Kantchil, the mouse-deer, who stands one foot high, but whose wisdom out-wits the huge beasts of the jungle. Some of the stories are reminiscent of the Uncle Remus tales, some of the Jataka tales. The author's notes include interesting information as to background and variants of these tales. The illustrations add greatly to this material.

WHEELER, OPAL. *Paganini, Master of Strings*. Dutton. 1950.

This sprightly biography of Paganini includes incidents from his childhood as well as his adulthood. His love for music, successful concert tours and musical compositions are related. In the main there is a happy mood in this story that is similar to other Wheeler titles, yet the children realize Paganini's early struggle with poverty. Two melodies from Paganini's First Concerto have been included. The black and white drawings by Henry Gillette are appropriate to the text.

¹John Luckey McCreery in *There Is No Death*.

Miss Ada M. Jones Retires

Ada M. Jones, who retired at the end of the last school year after having been librarian at the San Diego High School for thirty-nine years, belongs to that group of school librarians who have served the School Library Association of California so well and so faithfully in various capacities since its first organization.

She has been past president of the Southern Section, twice its vice-president, and a member of many of its committees. It is hard to enumerate all her services but perhaps her greatest contributions have been her work in the early days of the association for professional recognition of school librarians which resulted in their certification as teachers, the making of two directories of school librarians of the state, and work on book selection and membership committees. She was responsible for the two splendid meetings of the Southern Section held in San Diego during its exposition days in 1915 and in 1935.

Miss Jones has also been prominent in the state association of school librarians at one time serving as its vice-president.

While ceasing to be an active school librarian, Miss Jones reminds us that she has not lost interest in school library work and that she still looks forward to attending the meetings of the S.L.A.C.

MIDCENTURY

(Continued from Page 5)

library Association has had a part in stimulating the use of books and libraries. We have made our contributions through surveys, booklists, the Bulletin, the Manual, the certification of school librarians and meetings for the discussion and solution of common problems. In the last two years progress has been made toward the appointment of a state school library consultant and toward the compilation of standards for service, per-

sonnel, budget, plan and equipment of school libraries.

In 1950-51 the Professional Committee, with Maurine Hardin as chairman, will continue to work for the state school library consultant. The Standards Committee, Helen Iredell chairman, is organizing its recommendations on four levels: elementary, junior and senior high school and junior college. A special committee on School Library Plans, Jasmine Britton chairman, is collaborating with distinguished architects in describing and picturing new ideas in school library housing. Another special committee is concerned with the revision of the constitution to make the organization more effective.

During the summer the Manual was multigraphed and officers and committee chairmen are finding it invaluable. School library associations in other states are buying copies. Heartfelt thanks goes to the members of the committee: Eleanor Beach, Vera E. Denton, Florence Gardiner and Natalie Lapike, from the Northern Section; Winifred Andrews, Marjorie T. Fullwood, Helen Iredell and Alice Stoeltzing, from the Southern Section.

The State Department of Education will publish a second basic curriculum guide this year: **TEACHERS' GUIDE TO EDUCATION IN EARLY ADOLESCENCE**. The editor, Lloyd Bevans, has asked the Association to contribute library standards and booklets to the volume.

The annual meeting of the Association will be held in Santa Barbara March 17 and 18. The time at the beginning of the spring vacation has been chosen so that school librarians from all parts of the state can enjoy the picturesque city as a part of their holiday. Dr. May Hill Arbutnot, author of **CHILDREN AND BOOKS**, will be one of the special speakers. Mildred Batchelder (ALA) Elisabeth Hamilton

(Continued on Page 31)

Personals and News Notes

Our Far-Flung Librarians

Former Association president, Ben Evans, sent greetings to his Kern County Union High School staff which will be of interest to his many friends: "Just now the whole family is in Finland. I am getting two weeks at the present time and am to have more vacation time later on. We have had a good trip, stopping in Stockholm, Sweden for one day to buy clothing for the boys for winter. All clothing is strictly rationed in Norway.

"Just before leaving Norway we found a house for the winter—very conveniently located just a few blocks from the King's palace and the office. Not that I expect to drop in on the king, please understand, but it is nice to be able to walk to my office just the other side of the palace in about fifteen minutes. . . . A week after our return to Oslo we are attending the Norwegian Library Association meeting in Lillehammer where I am setting up an exhibition of fine books from the U. S. . . . We shook hands with Mrs. Roosevelt at the Embassy reception for her and took part in the 4th of July reception at the same place for the diplomatic corps and all Americans in the City. I have talked to several groups in the library about its purposes and services. We have designed a book mark and have a firm working on the design for a window display bulletin board."

New Appointments and Changes in Personnel

LONG BEACH:

Miss Elizabeth Mestad, formerly with the Long Beach Public Library, is the new librarian at Avalon Elementary and High School. . . . Miss Sylvia Rutman is to divide her time between Burbank and Bryant Elementary Schools after her transfer from Addams and Muir Elementary Schools. . . . Miss Helen Seybold, formerly at Bryant and Lincoln Elementary Schools, is to divide her time between Buffum and Lincoln Elementary Schools. . . . Miss Lu-

cille Steed, formerly at Grant Elementary is now at Burcham Elementary. . . . Miss Anne Tappen, formerly at Burnett and Naples Elem., now divides her time between Burroughs and Burnett Elementary. . . . Mrs. Maude Herron, formerly part-time at Lindbergh Jr. H. S. is now three days at Gant Elementary. . . . Miss Ellen Paterson, just out of the University of Chicago Graduate School with her Master's Degree, is the new librarian at Grant Elementary. . . . Mrs. Lois Landes, formerly with Long Beach Public Library, takes over the Lafayette Elementary library. . . . Miss Josephine Smith, formerly at Los Cerritos and Burbank Elementary, now is in charge at McKinley and Los Cerritos Elementary. . . . Mrs. Margery Freemyer, from MacArthur and McKinley Elementary, now serves at Naples and MacArthur. . . . Mrs. Lois Hughes goes from Garfield Elementary to Roosevelt and Stevenson Elementary. . . . Mrs. Alva Cox goes from Polytechnic High School to part-time assistant at Lindbergh Junior High School. . . . Miss Madie Holty leaves Catalina Island and the Avalon Elementary School for the assistant librarian's position at Jordan High. . . . Miss Jane Wright comes to us from Boys' High School, Anderson, South Carolina, to serve as the new assistant librarian at Polytechnic High. . . . Mrs. Irene Pollard of Lafayette Elementary School is now studying and traveling in Europe, particularly England. . . . Miss Ariel Stephens has returned to her position as head librarian at Polytechnic High after a year of study at Columbia University where she received her Master's degree. . . . Mrs. Edna Nelson and Mrs. Inez Winton resigned and moved to Texas. . . . Mrs. Paula Ogren left Polytechnic High to take a position at Huntington Park High. . . . Miss Lois Hurley is now Mrs. Donald Hughes.

LOS ANGELES:

New appointments to libraries: Dorothy Adams, Fulton Jr. High. . . . June Adams, Valley Jr. College. . . . Mrs.

Maria Derry, Jordon High. . . . Mrs. Claralee Gibbons, Jefferson High. . . . Mrs. Johnnie Mae, Narbonne High. . . . Mrs. Marilyn H. Sawyer, Dana Jr. High. . . . Mr. Eugene McKnight, City College. . . . Mrs. Paula Ogren, Huntington Park High. . . . Mrs. Clara Louise Foreman, Van Nuys Sr. High. . . . Miss Carolyn S. Palmer, returning from a year of study abroad, East Los Angeles Jr. College.

News from other parts of the district informs us that Miss Mildred Weakley from Peoria, Illinois will be at the San Diego Sr. High Library to take the place of Miss Ada Jones, who retired in June. . . . Miss Virginia Smiley from Valparaiso, Indiana, replaces Miss Rosalie Maheras at Dana Jr. High while the latter is away from San Diego on leave of absence. . . . Mrs. Erma Sue Durr left San Diego State College to join the staff at Kearney Jr. and Sr. High. . . . Mr. Richard Mohan, just out of U. C. Library School, will assist at San Diego Hoover High.

From Santa Maria Union High and Jr. College libraries we learn that Miss Nina Pearl Briggs has left Santa Maria to take a position in the Oakland system. . . . Mrs. Grace Elam from Oklahoma City Sr. High work, takes Miss Briggs' place as librarian of the seven elementary schools in Santa Maria. . . . Mrs. Elam has also worked recently in the Santa Maria Sr. High libraries and the Public library of that city.

Coming to Santa Monica City College as Assistant Librarian is Miss Priscilla E. Pick, U. C. School of Librarianship graduate, '50. Miss Pick has taught and has business experience.

Oakland

Miss Edna Browning, librarian at Roosevelt Junior High, has retired, and been succeeded by Mrs. Ruth Treveiler who was formerly Young People's Librarian with the Oakland Public Library. . . . Mrs. Erma Robison of Westlake Junior High is now Curriculum Assistant of her school. Miss Beulah

Dillenbeck who was at Tulare High School last year has followed her as librarian at Westlake. . . . Mrs. Ruth Close, of Tamalpais Union High, has retired and Mrs. Sidney Thompson of the San Francisco school system has taken her place. . . . Miss Ann Beebe, formerly librarian at the State School for the Blind, is the new librarian at Prescott Junior High, following Mrs. Catherine Pendleton, whose little daughter, Mary Catherine, was born in July. . . . Mrs. Phillipa Reich from Oakland Public Library, and Miss Nina Pearl Briggs, from Santa Maria Elementary schools are now in the Central Cataloging and Processing Department, Oakland Public Schools.

San Francisco

San Francisco reports a number of appointments and changes. . . . Miss Eleze Butler formerly head of the School Department Sacramento County Library is now in the San Francisco Central Office in charge of library service to the elementary schools. . . . Miss Zula Andrews has gone to Girl's High from Aptos Junior High. She has been followed by Miss Margaret Jones who was formerly at Presidio Junior High. . . . Mrs. Magdalena E. Schilthuis has gone from Girl's High to Mission High to replace Miss Geraldine Ferring who is now in the Central Office in charge of cataloging and book selection for the secondary schools.

Sacramento

Miss Patricia Walker has been appointed to the new Peter Burnett Elementary School. Though not yet completed the building will be ready for occupancy at the mid-term. . . . Miss Ida Belle Craig from Kit Carson Junior High spent the summer in Europe. While there she attended the International Conference of Esperanto. She intends to teach Esperanto at the Adult Education Center this fall. . . . Mrs. Donna Knaack from Stanford Junior High also spent the summer in Europe. . . . Mrs. Eleanor Murphy is the new

teacher-librarian at Washington Elementary School.

And Points Beyond

Mr. John W. Canario who was graduated from the U. C. School of Library Science is now assistant librarian, Sacramento County Schools. . . Mr. Robert G. Sumpter, from the same graduating class is librarian of Fall River Union High School, McArthur, California. . . Miss Virginia Slauson of Cedar Rapids, Iowa, is librarian of Napa Junior College.

U. S. C. Workshop

California school librarians attending the summer workshop at U. S. C. were Dorothy Adams, Margaret Crawford, Wilma Cornwell, Clara Louise Forman, Alice C. Michael and Zelma Revier of Los Angeles. . . . Betty Cheney, Coalinga; Rebecca Cowen, Redondo; Della Freed, King City; Waive Stager, Bakersfield; Mildred Brown, Riverside; Reba Brown, Anaheim; Ida Fuller, Watsonville; Margaret Jones, San Francisco; Katherine Kaye, Auburn; Dorothy Olney, Kentfield; Lanora Williams, Burbank; and Madeline Brandt, Los Banon. . . . Ten other states were also represented, one member coming from as far away as North Carolina.

Sacramento Conference

The following librarians attended the Sacramento conference:

Miss Amy L. Boynton, Lodi; Miss Jessie Boyd, Oakland; Miss Leone Garvey, Berkeley; Miss Margaret Girdner, San Francisco; Mrs. Maurine S. Hardin, Oakland; Miss Marion Horton, Los Angeles; Miss Helen Iredell,

Long Beach; Miss Rosemary Livesey, Los Angeles; Mrs. Elma C. Young, Auburn.

New Buildings

Santa Monica people are excited over the first-day-of-school event, when they attended the ground-breaking exercises for the first group of buildings on their new campus at Nineteenth and Pearl Streets. . . . The library building is among the first to be provided.

Five beautiful new elementary school libraries have now been completed in Long Beach!

There must be a lot of news from all over that we don't know. Send your notes to the editor.

Memorial Loan Fund

The School Library Association of California, Southern Section, has a loan fund which has been in existence for seven months and which now totals one hundred eighty dollars. The fund was initiated as a memorial to those librarians who have worked arduously and unstintingly for the Association. It is a tangible perpetuation of their work through the work of the future librarians who will benefit from the fund, and it is a tangible expression of our gratitude for what they have accomplished.

There have been many inquiries regarding contributions to increase this fund. As time goes on we feel that further interest will be stimulated as knowledge concerning the fund increases. Contributions may be sent to Miss Ruth Lewis, 212 South Mansfield Avenue, Los Angeles 36, California.

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The American Library Association

(Continued from Page 19)

5. Direct representation on Council would be provided.

6. Channels could be set up for organization into groups of similar interests — teacher-librarians, city school library directors, etc.

The status quo should be maintained because:

1. All three sections (A.A.S.L., Children's Library Association, and Association of Young People's Librarians) are working for youth and should pool their strength in working together for common objectives.

2. Some librarians work in public libraries serving schools; a choice of affiliation would be difficult.

3. Administrative machinery is set up; time would be wasted by reorganization.

4. No benefits would accrue to A.A.S.L. that are not at present available.

5. Other sections would be weakened by the withdrawal of A.A.S.L."

Jasmine Britton, Marion Horton and Dorothy Hamilton have been most active in opposition to the proposed change and made gallant and impressive representations of the Western point of view in the discussions at Cleveland in which they were joined by representatives of New England, New York and Maryland. Miss Britton points out that, "With a constructive attitude the advantages claimed for the change can all be secured under the present organization. The divisional structure can be streamlined to provide more effective committee work and cooperation with the other librarians working with children and young people. Affiliation with national educational organizations is possible at the present time."

In California there is a long record of experience of school librarians working with children's and young people's librarians at the local and state level, and this cooperation has been productive in many ways—both in professional growth

and understanding that have resulted in better library opportunities for the children and young people of the state.

What is the responsibility of the members of this association? All members of the S.L.A.C. who are not members of the A.A.S.L. should join today, consider carefully the arguments on both sides of this important question and register a vote that may decide the place that school librarians shall hold in the profession of librarianship.

MIDCENTURY

(Continued from Page 27)

and other representatives of publishing houses hope to be our guests. Group discussions led by members of the Standards Committee, with co-chairmen from north and south, will give everyone opportunity to ask and answer questions.

These are definite ways in which the Association hopes to meet the needs of school librarians throughout the state during the coming year. Each member can make an individual contribution to the profession in the hope that this year of crisis can be a turning point toward peace and richer development.

FOSTER, GENEVIEVE. *Abraham Lincoln*. Scribner. 1950.

A valuable biography for the younger reader to enjoy for it is both attractive and interesting. For the most part the author presents the well known facts about Lincoln's life and his time. However, there are a few tall tales—that are "Lincolnesque". Mrs. Foster does attribute Lincoln with many ambitions, including the desire to become president. This is contrary to some historians' point of view that it was his wife who was ambitious and pushed her husband into the limelight. However, children will relish the story, particularly that portion of the book concerning Lincoln's childhood. Here is excellent material for pioneer interest that is ever popular with youngsters.

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